JANUARY/FEBRUARY 1998 VOLUME 11 - NUMBER 1

Special E

Implementation Issues

California Must Resolve

'97, California is seeking input on

Along with implementing IDEA

the following and other issues:

Inclusion of Special Education Students

How will guidelines be developed for alterna-

tive assessment at State and district levels?

How will alternative assessment instruments

How can districts be dissuaded from seeking

students in districtwide assessments?

as part of the special IDEA '97 overview

How can test publishers be encouraged to

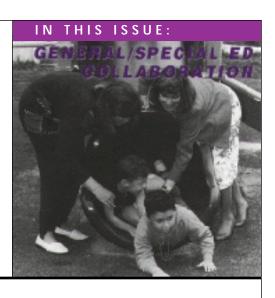
These and other issues are presented on pages 8-9

provide alternative assessment formats?

waivers from participation by special education

be developed?

in District and Statewide Assessment



IMPLEMENTING IDEA '97, AB 602

Special Education Community Comes Together

by Patricia Winget, Editor

here is a sense of excitement and optimism around the state as parents and special educators prepare to implement the massive changes in the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA, PL 105-17) and the

Poochigian and Davis Special Education Reform Act (AB 602).

Newly appointed State Director of Special Education Alice Parker sees the legislation as "a convergence of wonderful opportunities to ensure all children receive the rigorous educational opportunities they deserve."

These major federal and state laws "offer the first chance in 20 years for us to come together as a special education community in California to implement the changes," said Tim McNulty, chair of the Advi-

sory Commission on Special Education and special education director, Los Angeles County Office of Education.

"I know of no more exciting time to be an administrator in special education," agreed Johnny Welton, Contra Costa County SELPA administrator, who welcomes the opportunity to change the system to improve outcomes for students.

Results, Not Process

It took Congress two years of analysis, hearings, and discussions to reauthorize and amend IDEA, which was signed into law June 4, 1997. But with these amendments to the original legislation, PL 94-142, passed in 1975, and several

subsequent amendments comes a "strong shift in the bottom line to what do kids learn and how do they use that knowledge in the real world," said Larry Ringer, consultant in the Office of Special Education Programs (OSEP), U.S. Department of Education. "The move is to accountability that focuses on results, not process, en-

suring accountability through the IEP (individualized education program) process," he explained.

This is a major change in philosophy from PL 94-142 which guaranteed that children with disabilities would receive a free, appropriate public education designed to meet their educational needs and that focused on the process that enabled that access.

In IDEA '97 major emphasis is placed on increasing students with dis-

abilities' participation in general education, including participation in the general curriculum with supplementary aids and services, participation in extracurricular and nonacademic activities, and participation in State and districtwide assessments. Success will be measured by students' progress toward performance goals and indicators which will be developed by the state by July 1, 1998. (A complete summary of all the changes in IDEA '97 and AB 602 is on pages 8-9.) And in one of the most hotly debated issues, IDEA '97 now provides specific guidance to school districts for discipline and behavior issues involving students with disabilities. (See the July/August special pull-out section of The Special EDge.)

Funding Services, Not Placement

Known as the Special Education Reform Act, AB 602, which became law October 10, 1997, eliminates the funding of special education based on placement setting and instruction personnel service units (IPSUs) and changes it to a population-based system in fiscal year 1998-99. The intent of the bill is to "ensure greater equity in funding among SELPAs, avoid unnecessary complexity, require fiscal and program accountability, and avoid financial incentives to inappropriately place pupils in special education."

"The biggest opportunity in this bill," said Welton, "is to change how you do business, which includes the opportunity to stay exactly 'Special' continues on page 14

Eastin Names Parker as State Special Education Director

rom a nationwide search, Dr. Alice Parker has been appointed Director of the Special Education Division, California Department of Education. In her new position, Parker will oversee special education programs for 640,000 children with a staff of more than 100.

Parker most recently served as Director of Student Services in the San Mateo-Foster City School District. (See FOCUS on page 5.) She has earned a B.A. in Speech Pathology and Audiology from Indiana University, an M.A. in Communicative Disorders from San Francisco State University, and an Ed.D. from the University of San Francisco's School of Education, Organization and Leadership.

In her career, Parker has been an itinerant speech pathologist, special day class teacher, speech and language specialist, augmentative communication specialist, principal, and education services manager.



Project Coordinator Melody Flores

Editor

Patricia Winget

Associate Editor Elissa Provance

Graphic Designer Sandra Cosner

Information Specialist Meg Schroeder

Resources

Peter Anderson

David Banda

James Belotti Bobbi Fite

Ken Freedlander

Harvey Fry

Greg Geeting

Ron Kadish

Walter Olsen Annette Ostertag

Mary Vixie Sandy

Marie Schrup

Allan Simmons

Janine Swanson

Lynne Vaughn

Alice Parker

Director, Special Education Division California Department of Education

Contract Monitor and Project Liaison Instructional Support Unit

Janet Canning

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RESOURCES IN SPECIAL EDUCATION 429 J Street Sacramento, CA 95814 916/492-9990 • 800/869-4337 FAX: 916/492-9995 • E-MAIL:



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DIRECTIONS...



From Access to Success

by Alice Parker, State Director of Special Education

s we enter the new year, many wonderful opportunities lie ahead for California special education. After nearly two decades of ensuring children and youth with disabilities have access to public education and local and state education agencies are compliant with federal law, we now have the opportunity to ensure that our children receive the highest education and are successful in their learning.

IDEA '97 puts the "E" back into the Individuals with Disabilities Education Act. These amendments firmly anchor the general education environment as the primary environment for any child with a disability. By doing this, there is a much stronger tie to learning the core curriculum, involving the general education classroom teacher, and participating in district and statewide assessments. By assessing special education students in curricular assessments based on newly set statewide performance standards, we will have the data to see how well our students are progressing and where we may need to do more. We will also be able to identify exemplary programs and to learn from their successful strategies.

Assembly Bill 602 provides the opportunity to change the special education service delivery model to best meet the needs of each community's students with disabilities. Special education local plan areas (SELPAs) will have the chance this spring to revise their local plans and develop more innovative service delivery models if they so choose. By this summer our State Workgroup will have developed recommendations to be presented to the Legislature for improving state and local education agency compliance with state and federal law.

With these new laws, special educators have the chance to provide their specialized expertise to ensure that all children learn, including those in special education. Additionally, the extensive impact of California's Class Size Reduction efforts forces us to ensure that students receiving special education services also receive a wide variety of instructional strategies in the primary grades to enhance their ability to read at or as close as possible to grade level by the end of third grade. This is another golden opportunity to maximize specialists' expertise in providing multimodal, individualized reading instructional strategies. We need to ensure that Class Size Reduction works for all kids in California, including those with disabilities.

I look forward to an exciting, challenging year working with the combined leadership of the parents, children, teachers, professors, and administrators of California's special education community to improve the quality of education for all of our children.

RISE IS BACK!

E ditor's Note: This is the first issue of *The Special EDge* since July 1997. We are now a special project of the California Department of Education, Special Education Division, with WestEd. With this issue, we will be back to our bimonthly publication schedule.

Don't forget to call us for resources and information to support your local trainings and conferences. We also have a comprehensive library collection of professional special education journals, the latest media, and new publications. And check out our website with back issues of *The Special EDge* on-line, special education products, and library resources!

Call! We're here to help you. ■

Public Hearing Set for RSP Regs

Based in part on recommendations from the Advisory Commission on Special Education, the State Board of Education (SBE) is in the process of developing regulations that will reflect its revised policy on resource specialist caseload waivers and limit its discretion to grant such waivers.

In January, the Board approved circulation of the Notice of Proposed Rulemaking, which contains the text of the regulations. The notice will circulate for 45 days and then a public hearing will be held during the March 12 Board meeting in Sacramento.

The proposed regulations presented by SBE staff in November outline three conditions for approval of a waiver request:

- 1. The waiver's effective period does not exceed the last school year and/or the school year in which it is submitted.
- 2. The number of students to be served by an affected resource specialist under the waiver does not exceed the maximum statutory caseload of 28 students by more than four.
- 3. The waiver does not result in the same resource specialist having a caseload in excess of the maximum for more than two school years.

For information, contact Greg Geeting, Assistant Executive Director at SBE, 916/657-5478.

STATE REGULATIONS ON IDEA SLATED

he California Department of Education (CDE) Special Education Division recently held two public input sessions, hosted by the Advisory Commission on Special Education, on the proposed strategies and activities for California's Implementation Plan for the Individuals with Disabilities Education Act (IDEA) Amendments.

The Plan will be submitted to the federal Office of Special Education Programs for approval. Additionally, during the 1998 legislative session CDE will submit a spot bill (a noncontroversial placeholder), to assist with the presentation of needed changes to State statutes. It is anticipated that these statutes will be brought into conformity with IDEA after Jan. 1, 1999. ■

For information contact Walter Olsen, Special Education Consultant at 916/327-3503.

PUBLIC INPUT SOUGHT ON IDEA REGS

he U.S. Department of Education recently completed a series of seven meetings to gather input on proposed regulations for the 1997 reauthorization of the Individuals with Disabilities Education Act. Additional input was accepted until Jan. 20, 1998. Final regulations are due in the spring.

The proposed regulations may be accessed electronically at http:/ /www.cde.ca.gov/spbranch/sed/index.htm or in alternate formats (call 202/205-8113). Individuals who use telecommunication devices may call 202/205-5465 (TDD) or the Federal Information Relay Service at 800/877-8339. ■

NPS/A FINAL REGULATIONS DUE SEPTEMBER

mergency regulations governing standards for nonpublic schools and agencies (NPS/A) became effective in August 1997. The Call and agencies (NPS/A) became effective in August 1997. The California Department of Education, Special Education Division, is preparing permanent regulations, which will include personnel standards as well as application procedures and on-site review guidelines. In the area of personnel, the final regulations, due September 30, will state which services provided by an NPS/A require a credential and which may be provided by persons who hold other certificates of competencies. Emergency regulations and a question and answer list are available through RiSE or at www.cde.ca.gov/spbranch/sed. ■

For information, contact James Bellotti, Special Education Consultant, at 916/445-4547.

IMPROVING THE QUALITY OF EDUCATION FOR DEAF/HARD-OF-HEARING STUDENTS

iting a third-grade reading level and an 80 percent unemployment rate among deaf and hard-of-hearing adults, Sheri Farinha Mutti, chair of the Deafness/Hard-of-Hearing Advisory Task Force, invited representatives of the California County Superintendents Educational Services Association (CCSESA), the Special Education Local Plan Area (SELPA) Administrators, and the Special Education Administrators of County Offices of Education (SEACO) to comment on draft recommendations intended to improve the quality of education for deaf and hard-of-hearing students.

Special quests Vicki Barber from CCSESA. Sandee Kludt from SELPA, and Larry Belkin from SEACO asked questions pertaining to three primary issues outlined in the draft document, which remains under review by the 17-member Task Force: 1) creation of a Deaf/ Hard-of-Hearing Unit within the California Department of Education; 2) regionalized programs; and 3) role of the State Special Schools.

Among the concerns expressed by the administrators were marginalized services due to a separate deaf/hard-of-hearing unit; the level of local control; availability of resources to fund new programs; and qualified personnel. The presenters and Task Force members agreed to work together "in the spirit of collaboration" to continue to improve education services for deaf and hard-ofhearing students.

The Task Force plans to provide public input sessions at the second Deaf Education Summit, scheduled for April. Once completed, a final report will be presented to State Superintendent for Public Instruction Delaine Eastin.

For information, contact Dick Crow, State Special Schools Consultant, at 916/327-3850.

CALL FOR PUBLIC INPUT ON STATE IMPROVEMENT PLAN

he Special Education Division is seeking public input for the State Improvement Plan and Grant. The State Improvement Plan as stipulated the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA, PL 105-17) will identify the "critical aspects of early intervention, general education, and special education (including professional development) that must be improved to enable children with disabilities to meet the State performance goals and indicators." The State Improvement Plan will describe strategies to implement the elements of an effective special education system as cited in IDEA.

California may apply to the federal Office of Special Education Programs for up to \$2 million per year for five years. At least 75 percent of the grant must be expended on parent training and personnel development.

The Special Education Division encourages input from consumers and their families, educators, service providers, and advocates. Comments will be summarized by the Cal-STAT project of the California Institute on Human Services, Sonoma State University. The suggestions will be submitted to the Partnership Committee on Special Education, a group of 100 representatives from agencies specified in IDEA, for consideration in developing the State Improvement Plan and Grant. Additional volunteers are also being sought to review the input.

More information, input forms, and Action Planning Team volunteer forms are available from Cal-STAT at 916/641-2571 or on the Division's Website at www.cde.ca.gov/ spbranch/sed.

PILOT PROJECTS TO EVALUATE CCS SERVICE DELIVERY

n October the California Department of Health Services (DHS), under authorization of Senate Bill 1371, began the Request for Application process to establish California Children Services (CCS)/ Medi-Cal Managed Care Pilot Projects. The goal of the projects is to implement and evaluate alternative managed care models to deliver health care to children with CCS-eligible medical conditions who are also eligible for Medi-Cal. These models must include complete preventive, primary, and specialty care as well as case management/care coordination.

CCS provides diagnostic and treatment services, medical case management, physical and occupational therapy, and other services to children younger than 21 years old who have a CCS-eligible medical condition and who meet CCS residential and financial eligibility requirements. Children served by CCS are from low income families, with little or no private health care, and are often eligible for health care coverage through Medi-Cal.

Under existing law, services to treat CCS-eligible conditions, defined as genetic diseases, chronic medical conditions, conditions resulting from infectious diseases, and traumatic injuries, are paid by Medi-Cal on a fee-for-service basis for children served by CCS who are Medi-Cal beneficiaries. This system will remain in effect and Medi-Cal- eligible children served by CCS will not be required to enroll in a CCS managed care pilot project.

Pilot project applications are due March 2 and will be awarded May 15. The three-year projects are expected to begin December. ■

For information, contact Harvey Fry, Health Program Specialist, at DHS, 916/654-0565.

$\verb|ADVISORY| COMMISSION$ ON SPECIAL EDUCATION

COLLABORATION WORKS FOR ALL STUDENTS

by Tim McNulty, Chair

/ ith the reauthorization of the Individuals with Disabilities V Education Act (IDEA) and the passage of Assembly Bill 602, it is a very exciting time to be associated with special education in California.

The reauthorization of IDEA emphasizes involvement of students with disabilities in the "general curriculum" and "regular education." In the special education community, we refer to that involvement as placement in the least restrictive environment, mainstreaming, and inclusion, none of which can take place without collaboration between educators.

Successful collaboration is more than implementing language written in an individualized education program; it is built on the collegial relationship of teachers, specialists, parents, and administrators to do what is right for all students. It is built on trust, support, and a belief that all students are first and foremost learners.

The Advisory Commission on Special Education is committed to fostering dialogue across California so that the general or core curriculum is defined and understood by special educators, general educators, and parents, enabling students with disabilities to benefit from placement in their least restrictive environment.

For more information about the Commission, call 916/445-4603.

EARLY START REGULATIONS NEAR ADOPTION

egulations for California's Early Start Program are nearing full adoption. These regulations serve as guidelines for the implementation of the Early Intervention Services Act (Senate Bill 1085). Emergency regulations currently governing the program, which serves the 0-3-year-old population, were developed collaboratively by the California Department of Education (CDE) and the Department of Developmental Services (DDS), lead agency for the Early Start Program, and have been in effect since August.

Testimony on the regulations has been gathered in writing and at four hearings held throughout the state. The proposed regulations are under review by the Office of Administrative Law and, when adopted, become effective immediately.

For more information, contact Ken Freedlander, Research Program Specialist at DDS, 916/654-2760, or Janine Swanson, Special Education Consultant at CDE, 916/327-3703.

Panel Looks at New Credentialing System

alifornia's Future: Highly Qualified Teachers for All Students presents ✓ 16 general policy recommendations from the Senate Bill 1422 Advisory Panel. The 1992 legislation required the Commission on Teacher Credentialing to review the requirements for earning and renewing multiple and single subject teaching credentials.

Four goals guided this comprehensive review of the credentialing system:

- 1. Recruit more teachers, select teachers with demonstrated potential, and expand access to teacher preparation.
- 2. Establish standards that provide direction for teaching candidates and preparation programs.
- 3. Increase accountability through rigorous assessments, evaluations, and accreditation systems.
- 4. Change the certification system through collaboration and system evaluation.

Among the specific recommendations to meet these goals were to recruit teachers who reflect greater diversity; provide flexible routes to an initial credential; recognize the complexities of learning to teach by creating a two-level credential structure; establish an induction program for all first- and second-year teachers; require preparation programs to address the needs of children; and institute new measures of accountability for the certification system.

For a copy of the report, call Mary Vixie Sandy, CTC Coordinator, at 916/445-3224.

PROGRAM TO PROVIDE ACCESS TO HEALTH INSURANCE

eginning July 1, 1998, more than half a million California children who are currently ineligible for Medi-Cal will be eligible to receive comprehensive health insurance, due to a new program administered by the Managed Risk Medical Insurance Board (MRMIB).

The Healthy Families Program will allow access to health, vision, and dental coverage for children whose families' income is above the federal poverty level but below 200 percent of that level.

The program, funded by a federal grant with matching state funds, will provide insurance to children younger than 19 who do not qualify for similar programs. Enrolled families will be required to pay modest fees and co-payments.

Coverage will be administered under two options. Children may be enrolled in a purchasing pool through which health plans will be selected, or families will receive purchasing credits toward the cost of enrolling their child in an employer's plan. Supplemental coverage will be available to eligible families whose employer-sponsored coverage is not equivalent to that provided by the Healthy Families Program.

For information, call Peter Anderson, Deputy Director at MRMIB, 916/324-4695, or David Banda, Health Program Specialist at the Department of Health Services, 916/653-0364.

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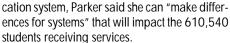
HANGING THE WORLD ONE CHILD AT A TIME

by Patricia Winget, Editor

photograph of a gravesite in Salem, Massachusetts decorates the wall of Alice Parker's new office. It reads, "Alice Parker Hanged September 22, 1692."

The photo is a solemn reminder to the newly appointed State Director of Special Education that while discrimination has changed forms, it has not gone away. "Our society is not very supportive of someone who is different," Parker said. "I feel a responsibility."

This sense of responsibility and "an affinity for people who need a hand up" have fueled Parker's 30year passion for the field of special education. From itinerant speech and language specialist to special day class teacher to administrator, she has sought to make a difference one child at a time. In her new role as Director of California's \$2 billion special edu-



Parker aims to help the Special Education Division of the California Department of Education become more of a "servant" for school districts, counties, and SELPAs (special education local plan areas). By empowering the 90-plus special education consultants, analysts, managers, and support staff to become more userfriendly, her purpose is "to help all the Division staff get a clear, singular vision of where we are going and then to help them do their job in a better way to get there."

With the passage of Public Law 105-17, the 1997 amendments to the Individuals with Disabilities Education Act, and Assembly Bill 602, the California Special Education Reform Act, Parker's priorities are clear. This major legislation, which requires massive systemic changes within the next six months, is "a convergence of wonderful opportunities," she said, adding that combined with the recent approval of a statewide assessment process for California, "This is an exhilarating time to work together to implement the legislative changes while addressing the complexities of California's diversity, geographic challenges, and linguistic and socioeconomic differences. We are also compelled to provide leadership in building relationships and linkages with general education so that all our children receive the rigorous educational opportunities they deserve."

This is a role with which Parker is comfortable. As Administrator of Student Services she oversaw special education programs for 1,200 students in San Mateo-Foster City in the San Francisco Bay area. She also administered gifted and talented education, at-risk counseling, drug and alcohol prevention, and health, psychological, and speech and language services. And she worked closely with parents, administrators, and general educators in running these programs as well as in curriculum development, grant writing, and training.

> Parker is especially proud of the special education programs that grew in the San Mateo-Foster City district. "We brought special education classes back from the county and offered the full continuum of services, from full inclusion to special day class to collaborative resource models to traditional models," she said. "What children needed, we provided."

Trained as a speech and language specialist with a doctorate degree in language development, Parker firmly believes that "any child with a disability can profit from someone who has a language-based background." As an itinerant speech and language specialist in Indiana, Parker saw a caseload of 125 students and worked in the kindergarten classrooms providing language development. As a special day class teacher in San Mateo county in 1970, she taught children with autism, emotional disturbance, and severe language disorders in the dysphasia program. She also coordinated the county's Program for Elementary Special Needs students after several years as a principal.

The daughter of a federal warden, Parker relishes change and new challenges. Besides raising five children with her husband Tony, Parker has written a children's book, "The Adventures of Quizzy and Gabby," and is currently working on a novel.

Big goals and a sense of humor are a must in Parker's busy life. "To do a big job well, you have to keep balance in your life and laugh a lot," she said. "I don't have any problems making decisions, but to help people find a pathway to get to their vision is so rewarding." The accomplishment of the collective vision of California's special education community is the goal Parker intends to achieve. She believes as author Michael Fullan wrote:

Vision without action is merely a dream. Action without vision is merely passing time. Vision with action can change the world.

And Parker believes that the world will change "one child at a time."

Gabe Cortina, Deputy Director of Specialized Programs, California Department of Education, is retiring in January. Jane Henderson, Deputy Director of Child, Youth and Family Services, will retire in March. Ruth McKenna, Chief Deputy Superintendent for Educational Policy, Curriculum, and Department Management, will retire in June.

The California Governor's Committee for the Employment of Disabled Persons has named the 1997 Hal Connolly Scholar-Athletes: William Biller, LaQuinta; Stephanie Degner, Santa Maria; Danielle Fisher, Redding; Zachary McGahey, Woodland; Courtney Page, Cambria; and Joshua Williams, Bakersfield. These high school seniors with disabilities were chosen based on their participation in varsity-level sports and academic achievement.

The University of Iowa is conducting a nationwide study regarding persons with disabilities in the staffing industry. Contact Pat Steele, Iowa CEO, 257 Hospital School, University of Iowa, Iowa City, IA 52242-1011.

California State University, Northridge's College of Extended Learning is offering a two-week training program on assistive technology this summer. Call Kirk Behnke, Training Coordinator, at 818/677-2578. San Diego State University is recruiting candidates for graduate training in the areas of severely emotionally disturbed and behaviorially disturbed. Contact Pat Cegelka, Project Director, at 619/594-3745.

The Disability News Service, Inc. covers the field of disability. Send releases to 13703 Southernwood Court, Chantilly, VA 20151-3345 or fax to 703/874-0967.

Tuesday's Child is a magazine focusing on families who have children with disabilities. Call 970/482-7402 for information.

The California Department of Rehabilitation, through the California Assistive Technology System, has a new toll-free number, 800/390-2699, to link people with disabilities to technological resources.

Students with disabilities may be eligible for accommodations when taking the Scholastic Achievement Test. Contact SAT Services for Students with Disabilities, P.O. Box 6226, Princeton, NJ 08541-6226.

Jane Veneman, program specialist for the Monterey County special education local plan area, was appointed by Gov. Wilson to the California Commission on Teacher Credentialing.

A Teacher Career Center is being established by the California State University system, with the Department of Education and the Commission on Teacher Credentialing. Contact Rod Santiago, Legislative Liaison, at 916/323-6514, for information.

The Franklin and Eleanor Roosevelt Institute and the World Committee on Disability have announced that Canada is the 1997 recipient of its Franklin Delano Roosevelt International Disability Award. The annual award is given to a nation that makes progress toward fulfilling the United Nations World Program of Action Concerning Disabled Persons.

The Christopher Reeve Foundation will share \$100,000 among eight nonprofit organizations that address quality-of-life issues for people with disabilities. Contact Wes Combs at 202/789-0200 for information.

Research shows that for most students with disabilities, integration into the general education program with students who are nondisabled is often associated with improved results, higher employment levels, and more independent living opportunities.

With this in mind, the reauthorization of the Individuals with Disabilities Education Act (IDEA, Public Law 105-17) is directed at increased access to the general education curriculum and general educational reform efforts for students with disabilities.

The features on these pages highlight a variety of ways that special and general educators can work together to improve learning for all students. From flexible use of IDEA-funded staff to general education staff becoming an integral part of the individualized education program process, the goal of the IDEA Amendments of 1997 remains intact—to improve results for students with disabilities.

Teaching Strategies Help 'Culture Shine Through'

by Elissa Provance, Associate Editor

ean van Keulen is one of many education professionals who undoubtedly is celebrating the newly reauthorized Individuals with Disabilities Education Act's (IDEA) focus on services, rather than placement and its continued emphasis on nondiscriminatory evalu-

ation practices.

"Special education," said van Keulen, director of the Statewide Research & Professional Development Projects at San Francisco State University, "did not evolve because of placements. It evolved with the intent of focusing first on student placements. It evolved to education give children with disabilities equal educational access to a free ap-

propriate public education in the least restrictive environment. The focus should be on service."

The particular services van Keulen is concerned with are those that will improve academic outcomes for African-American and Hispanic students, who she said, "continue to significantly lag behind their White and Asian counterparts." By gearing her Culturally Relevant Strategies Training to both general and special educators, van Keulen hopes to address the overrepresentation of African-American, Hispanic, and other culturally diverse students, in special education.

Reading, Reading

Under contract with the California Department of Education, van Keulen studied nine California school districts and found reading and behavioral difficulties were most often identified by special education teachers and resource special-

ists as the first signs that trigger referral to special education as well as the primary signs of potential academic failure. "If reading is one of the primary indicators for potential failure," the researcher concluded, "we need to do something about reading." So she did.

By identifying culturally relevant teaching strategies that can be used with any existing

reading program, van Keulen's Trainer of Trainers model has helped to create an awareness and an understanding of the skills needed by general and special education teachers to be more effective in teaching their African-American students how to read. For special education teachers, the training focuses on how to use the strategies to help return students to the classroom with their peers; for the general education teacher, the emphasis is on preventing referrals to special education based primarily on students' reading problems.

'Teaching' continues on page 12



focusing first on student Culturally relevant strategies in both general and special placements. It evolved to education classes help improve reading skills for all give children with dis-students.

REDWOOD COMMUNITY FOCUSES ON SERVICES

by Melody Flores, Project Coordinator

y the time he reached fifth grade, 10-year-old Michael had pushed the system to its limits.

After some trouble during the summer, he began receiving outside counseling to help him deal with his social and emotional problems. What he also began receiving were specially designed services at Bloomfield School in the Arcata School District. Although Michael had been receiving resource specialist program services for several years, a multidisciplinary team determined that, in the areas of social/emotional behavior and language arts, especially reading, more intensive intervention was needed.

The team, consisting of a district resource specialist teacher, school nurse,

school special day class (SDC) teacher, principal, general education teacher, as well as a psychologist and graduate students from the Humboldt State University (HSU) Psychology Department, collaborated to provide individualized services in innovative ways. By doing so, this remote North Coast community is working together to ensure the emphasis is on services, not placement in special education.

Providing for Individual Needs

The HSU/Arcata project grew out of a need for clear linkages between institutions of higher education and school sites. To create a program that incorporates the needs of both, school counseling and school psychology graduate students are placed in counseling, consultation, and assessment, providing services to general and special education students at virtually no cost to the district. In exchange for this in-

creased service, future school psychologists have the opportunity for intense on-the-job-training and supervision.

In Michael's case, the team recommended continuing individualized math instruction provided by the resource specialist teacher plus intensive, individualized language arts and reading instruction provided by the SDC teacher. Michael's placement in the general education classroom facilitates age appropriate modeling and is supplemented by HSU graduate students who provide one-to-one academic tutoring and social/emotional coaching.

Customized programs such as Michael's are successful because the staff believes "if a child can be served in a regular class with modifications, then they are," said Lynda Yeoman, principal of the K-5 school.

'Redwood' continues on page 14

Success for All When Two Worlds Unite

by Elissa Provance, Associate Editor

hen Patty Ivankovic is asked how many of her 39 preschool/kindergarten students at Horace Mann Elementary are deaf or hard-of-hearing, her response is, "Let me count because we consider the children as children."

Located in Burbank Unified School District, Horace Mann is one of four district schools where general and special educators collaborate to bring the often separate worlds of hearing students and those who are deaf together. Glendale, Pasadena, and La Cañada Unified are neighboring districts that send students with this low incidence disability, which equals less than 2 percent of the state's population, to Burbank, creating a regional program.

"We draw children from many different areas," said Program Specialist Cindy Murphy, explaining Burbank Unified School District's regionalized program. "If you bring children together from a larger geographic area, you can train the staff to serve kids better."

Students, Teachers Work Together

For Jill Strazella, a general education teacher at Burbank's Washington Elementary School who simultaneously voices and uses American Sign Language in her 4th- and 5th-grade combination class, team teaching was not something she expected to enjoy.

"I didn't think I'd be a good team teacher because I like my way of teaching," Strazella admitted. What she discovered, however, after just one year of teaming is, even though



Nancy Parker (left) and Julie Lambert use voice and sign language to teach first graders at Washington Elementary School vocabulary.

she and her special education colleague may approach teaching differently, philosophically they are very much in agreement.

"We respect kids as people, have high expectations, try to figure out what they need if they're having problems, help them to be responsible and meet their potential, and we involve parents," she said.

This philosophical foundation translates into real benefits for Strazella's 32 students, 10 of whom are deaf. Among these are tolerance, an understanding of people who are different, bilingualism, and a strong understanding of people with special needs.

"I think the kids are more accepting of each other," she said. "There's a lot of open communication in the classroom and they really become communicative on an academic and social level." Strazella also credits much of her students' success with being able to observe adults working together, whether it's preplanning before class, problem solving during class, or debriefing after class.

"As a team you have to make time at the end of the day and not go back into your own world," Strazella explained.

RaisingExpectationsforAll

At John Muir Middle School, also in the Burbank district, Jane Clausen divides her time among sixth-, seventh-, and eighth-grade students who are deaf and hard-of-hearing and hearing. A teacher of the deaf for seven years as well as a resource specialist, Clausen said despite the challenges she has faced teaching in a general education classroom, she could no longer be the best teacher possible in a traditional setting.

"Team teaching is a challenge. Supporting deaf and hard-of-hearing children in the regular classroom is a challenge. Building the kind of environment for deaf and hard-of-hearing students is paramount and also a challenge. And then working with general ed kids is a challenge," Clausen explained. "It takes time. You build your skills, school community, acceptance of deaf and hard-of-hearing children over time, and build partnerships with general education teachers."

Along with these challenges, however, are rewards for teachers and students alike.

"The classroom feels a lot warmer to me," Strazella said. "I know my students much better than before because I'm with them twice as much." Clausen agreed. "Hav-

'Success' continues on page 12

'ALL FOR ONE, ONE FOR ALL' AT SANTA MONICA HIGH

by Elissa Provance, Associate Editor

"Who's Who" list of Jaime Jimenez and Meredith Edens' economics class wouldn't do anybody much good if they wanted to know who the resource specialist program (RSP) students were. That's because no one, including at times, general education teacher Jimenez, knows which are general education students and which are RSP students.

"In many cases, I don't know and I don't care to know who the RSP students are," said Jimenez of his 35 seniors at Santa Monica High School. "I don't want to treat them any differently."

Jimenez has been team teaching with RSP teacher Edens for about eight of his 20-year career and has seen many changes in the field of special education during that time. "The whole philosophy has changed to where special ed kids were isolated before and now they're part of the school establishment," he said.

Patti Marks, an RSP teacher who team teaches math in grades 9-12 with general education teacher Gretchen Davis, agreed. "We're not just that little hole in the corner of the school," she said. "We're an integral part of the school." Added Davis, a 30-year veteran of the profession, "Team teaching is the most constructive reform we've done in our high school."

Narrowing the Gap

Since no label is applied to the students or the teachers at Santa Monica High, general education students benefit from the expertise of the RSP teachers, who are available to all students during class as well as outside of class.

"A lot of general ed kids seek us out," said Edens, who takes notes during class to keep in the resource room for students who may need extra help or special tutoring. Marks added, "The general ed kids aren't used to that much attention so they really glom on to us. For the resource kids, being in a general ed classroom says they've made it."

Simple modifications such as being allowed extra time to complete assignments like mandatory term papers or by having complex information on a taxation unit presented to them in greater detail proves beneficial for the RSP students.

What the experience says to Marks, who's been team teaching for 12 years, is that her students are not as far behind the general education students as one might think. "Team teaching keeps us in contact with general ed kids," she explained. "It gives you perspective. You realize your kids are not so far off. My kids aren't the lowest rung on the ladder."

'All for One' continues on page 12

Individualized Education Program (Sec. 1414),

Evaluations/Reevaluations

- Parent consent needed; if refused, local education agency (LEA) may pursue due process.
- LEA notice must include procedures.
- Must use variety of assessment tools, strategies to gather information.

Reevaluations

Does State

law exceed

regulations of

federal law for

reevaluations?

General Education

in IEP Meetings

Who is the general

education teacher for

preschool programs?

How is release time paid

for a general education

teacher to participate in IEP meetings?

Who will provide class

coverage when regular

IEP meetings?

education teachers attend

Teacher Participation

Can a school counselor

serve as the high school general education teacher?

- Tests, evaluations must be nondiscriminatory; administered in native language; validated for specific purpose; administered by knowledgeable personnel; assess all areas of suspected disability.
- Team makes eligibility determination.
- Copy of report provided to parent.
- Lack of reading, math instruction, or limited English proficiency cannot be used for disability determination.
- Individualized education program (IEP) team reviews existing data.
- Identify data to determine if child has/continues to have disability; present level of performance, educational needs; need for special ed/related services; additional modifications.
- Reevaluations every 3 years if conditions warrant, parent/teacher requests it.
- Parent consent required unless LEA demonstrates efforts to obtain consent.
- If no additional data needed, parents notified of determination, reason, right to an assessment.
- No assessment required unless requested by parent.

FedCAP: Develop procedures, training, and monitoring to ensure reevaluations conducted in timely, responsive manner at least every 3 years if conditions warrant.

SIP: Revise statutes, regulations, Composite of Laws; provide trainings.

IEP Content

- Include involvement, progress in general curriculum.
- Annual goals with benchmarks for progress, short-term objectives.
- Modifications to participate in statewide assessments or reasons for nonparticipation.
- Inform students of transfer of rights at age of majority.
- Include student progress toward annual goals; parent informed of progress as often as parent of nondisabled student.
- Team includes one regular education teacher if child is in that environment, LEA representative, child (if appropriate).
- In effect beginning of school year.
- Certain special considerations.
- Periodic review, not less than 1 year.
- Parent part of team to determine placement.

SIP: Ensure IEPs are in effect 7/1/98. Disseminate overview, conduct trainings. Identify areas to work with other states.

Transition (also Sec. 1412)

- LEA representative at Part H/C to B transition meeting.
- Transition begins at 14.
- Plan not required if convicted as adult, placed in adult prison, and not released until after eligibility expires.

FedCAP: Procedures to ensure statement of needed transition services included in IEP by age 16; notice given that transition services included in IEP meeting.

SIP: Children in Part C programs transition using an individualized family service plan. Training. Coordinate with other agencies to facilitate transition from school to postsecondary training and employment. Disseminate information. Development common definitions, system to determine number of students enrolled in work experience; collect follow-up data.

IDEA '97

Changes in Special Education Law Require Collaborative, Creative Action

he 1997 Amendments to the Individuals with Disabilities
Education Act made significant changes to federal law. A State
Implementation Plan (SIP) describing how these changes will be
accomplished must be submitted to the Office of Special Education
Programs for approval. The State is also under a corrective action
plan (FedCAP) to ensure compliance with IDEA (PL 102-119).

Procedural Safeguards (Sec. 1415)

- Parents may participate in meeting regarding identification, evaluation, placement, free appropriate public education (FAPE).
- Develop policy, procedures for mediation.
- Notice to LEA when parent initiates hearing; lack of notice can cause reduction in attorney's fees for prevailing parent.
- State education agency (SEA) to develop model form to assist parents; includes statement that parents have protections, notice not an initial referral for evaluation; sources for parents to contact for assistance.
- Full explanation required for initial evaluation referral, IEP meeting, reevaluation, hearing request.

State Education Agency Eligibility (Sec. 1412)

Free Appropriate Public Education (also Sec. 1413, 1415)

- Available to children 3-21 including those suspended or expelled.
- SEA may require LEA to include materials in child's record.
- School personnel orders placement to interim setting, or suspension no more than 10 days; interim placement no more than 45 days for carrying a weapon to school, knowingly possessing or using illegal drugs.
- Not required for ages 18-21 who were not identified as a child with disability prior to incarceration, did not have IEP prior to placement.
- Governor assigns responsibility for children convicted as adults and incarcerated in adult prison.
- IEP modified if compelling penological interest.
- Child Find applies to private schools.

FedCAP: Students with disabilities educated with nondisabled peers; decision based on IEP; alternative placements available; students with disabilities participate with nondisabled students in nonacademic activities; related services according to IEP. Memo issued regarding FAPE for suspended/expelled students. Develop training and information regarding suspension/expulsion.

SIP: Clarify functional assessment language, monitoring standards, behavior intervention plans, what leads to suspension/expulsion. Revise legislation. Revise, disseminate "Principal's Handbook" to reflect new information. Form for parent to notify LEA upon private school placement.

Funding (also Sec. 1413)

- Formula does not violate least restrictive environment with categorical placements.
- Commingling of funds not allowed. Specific formula for Part B funds.
- Part B funds used to supplement, not supplant.
- State cannot reduce financial support below previous fiscal year amount.
- Incidental benefit permitted with special education, related services, and/or supplementary aids.
- May use Part B fund for school-based improvement plans.

SIP: Determine division of administrative costs; effect on state; determine definition of poverty; assure changes made in statute.

Discipline, Suspension

between functional behavior

What is the difference

analysis and functional

behavior assessment?

How is "prior knowledge"

Are the 10 days cumulative

for the entire school year?

and Expulsion

determined?

1997 AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT • PL 105-17

As California implements IDEA '97 a number of issues must be resolved. Some of these issues are stated as questions on these pages.

Assembly Bill 602, the Special Education Reform Act, was approved October 10, 1997. This Act provides for a new method of financing special education, equalization of funding among school districts and county offices of education, and updates California Education Code language to IDEA '97 findings and declarations. AB 602 legislative changes are also listed.

FedCAP: LEAs provide parents with full explanation of safeguards. Procedures for written complaints to be resolved within 60 calendar days; revised monitoring procedures to better identify deficiencies and ensure timely corrections.

SIP: Due process form. Determine need for changes other than law to determine if student is not competent, when court is involved, or child a ward of the state. Training, information to families. Recommendations to districts on addressing IEP issues regarding progress in general education curriculum. Ensure parental notice is appropriate; address transfer of student rights at age of majorty.

Performance Goals & Indicators (also Sec. 1414)

- Must promote IDEA purpose.
- Establish indicators for SEA to use to assess performance, dropout rates, graduation rates.
- Report every 2 years on progress to secretary, public.

SIP: Train staff at LEA level. Review

tests. Establish methods for working with low performing districts.

Participation in Statewide, District Assessment (also Sec. 1414)

- Disabled must participate, alternative assessments developed, and reporting required.
- Statement in IEP about modifications of assessments. If not taking assessments, statement why not.

SIP: Testing outside of grade level documented. IEP team to determine alternative assessment. Review tests for accommodating special needs.

Personnel Standards

Paraprofessionals to assist in provision of FAPE; SEAs to grant certification exemptions to specific geographic areas.

SIP: Uniform standards for paraprofessionals and uniform interpretation of "highest standard." Find gaps in recent teachers' knowledge. Disseminate information to institutes of higher education.

Personnel Standards

State Developed Performance Goals

veloped for students with disabilities?

How will performance goals and indicators be de-

Are the newly adopted State Performance Stan-

dards for Reading and Language Arts and Math

sufficient for students with significant disabilities?

Will paraprofessional standards be set? How is "qualified" defined? What is the highest standard for early intervention and nonpublic school

special education service providers?

Interagency Agreements

- Must provide special ed/related services to ensure FAPE; include identification, define financial responsibility of each agency; how LEA reimbursed; solving interagency disputes; coordinating responsibilities.
- Requirements by statute, regulations, signed agreements, or other written method.
- If an agency other than education is responsible for services, it must provide direct services; if public agency fails to pay, LEA pays, then is reimbursed.

SIP: Review existing interagency agreements, complaint procedures. Request Governor's support to facilitate agreements.

Interagency Agreements

Who will enforce the agreements? How will costs of services be recovered from responsible agencies? Who will provide fiscal assistance for interagency agreements? Is interagency cross-

training needed?

Poochigian and Davis Special Education Reform Act (AB 602)

FUNDING

New method for making apportionments

- One-time equalization adjustments of special education apportionments to school districts and county offices of education for 1997-98 fiscal year only.
- Fiscal year (FY) 98-99 and after, funds allocated to each special education local plan area (SELPA). SELPA administrator responsible for fiscal administration of annual budget allocation plan for special education programs and allocation of state and federal funds to school districts and county offices of education in SELPA in accordance with local plan.
- FY 98-99, each SELPA entitled to amount equal to amount received in 1997-98 per unit of average daily attendance for preschool (3-5 years), K-12, equalization, and incidence of special disabilities.
- FY 99-00 and after, funding for each SELPA: enrollment changes, equalization to statewide target amount, inflation, incidence of special disabilities
- · Licensed Children's Institution funding computed the same.
- Nonpublic, nonsectarian school contracts revise funding model. The California Department of Education (CDE) to administer an "extraordinary cost pool" to protect SELPAs from costs associated with single placements in nonpublic schools/agencies (NPS/As). Study of NPS/A costs due May 1, 1998 to Legislature.
- · Low incidence funding computation same.
- Revise method of allocating funds for regionalized operations and services and direct instructional support of program specialists.

SELPA LOCAL PLAN

SELPAs required to submit revised plan for approval by Superintendent of Public Instruction.

SELPA ADMINISTRATION

SELPAs to administer revised plan and administration of funds. Continue under current plan until approved.

SMALL SELPA

Revises requirements for "necessary small SELPA."

PRESCHOOL SUNSET REPEALED

Repeals provisions requiring termination of state's participation in special education programs for individuals with exceptional needs, 3-5 years old.

ED CODE CHANGES

Makes necessary "conforming substantive and technical changes" to law

- Least Restrictive Environment
- Performance Goals and Indicators
- Participation in State and Districtwide Assessments
- · Withholding and Judicial Review

MANDATED LOCAL PROGRAM

Imposes state-mandated local program.

IDEA '97

Makes legislative findings and declarations regarding 1997 Amendments and "that state and local education agencies are required to abide by federal law."

STUDY OF SEVERE, COSTLY DISABILITIES

Office of Legislative Analyst with Department of Finance and CDE to conduct study of the distribution of severe and costly disabilities. Report to Legislature before June 1, 1998.

WORKGROUP COMPLIANCE RECOMMENDATIONS

CDE to convene a working group to develop recommendations for "improving the compliance of state and local education agencies with state and federal special education laws and regulations." Report to Legislature by Sept. 1, 1998.

Local Educational Agency Eligibility (Sec. 1413)

- May reduce expenditures in certain circumstances.
- School-Based Improvement Plans for 3 years with extensions; must improve educational and transitional services; professional development; technical assistance and best practices; plan must be approved by majority of parents who are members of the standing panel; panel must reflect diversity.
- May have to include statement of current or previous disciplinary action in child's records; records must include IEP.

SIP: Modify local plan application. Coordinate LEA local plan application with SEA requirements for School-Based Improvement Plans. Standards for determining LEA compliance.

T O O L S

Accommodations

Accommodations should always be individualized and personalized. Following are suggestions of adapted instructional strategies for use by educators with students with disabilities in the general education classroom.

SCHEDULING

Time of day most beneficial to the student

In short periods with scheduled breaks

With consideration for the student's attention span and physical disability

Time extensions for completing tasks Completing the task over several sessions



SETTINGS

Small group Carrel

the classroom

Teacher facing or in close proximity to the student Student seated at the front of

Student's desk placed to reduce distraction Available lighting modulated

BEHAVIORAL

Monitor and limit the student's emotional load

Teach students to leave or avoid sources of provocation

Verbalize the appropriate behavior expected

Provide time and space for "cool down"

Send positive notes home

Give in-class rewards (i.e., privileges, activities)

Mutually develop logical consequences for behaviors

Use more "I messages" than "You messages"

Offer behavior-specific praise

Utilize cooperative groups

Link nonverbal cues (i.e., touch, smile, nod) to verbal praise

Developing belowie

Develop behavior contracts

Verbally rehearse and train the student for "high-risk" situations (e.g., lunchroom, playground)

Limit verbal interaction during negative encounters

Use peer influence to help and encourage appropriate behavior

Arrange chances for success

Include students in the wording of rules

Develop specific,

nonevaluative feedback for inappropriate behavior, describe the behavior and its effects

Decrease student anxiety and frustration by providing preemptive assistance

Monitor the environment to increase the student's personal comfort level



Provide for standing up as an acceptable alternative in the classroom

Limit distractions, auditory and visual, in the classroom

PRESENTING INSTRUCTIONS OR TASK

Verify that student understands directions

Use written form in addition to verbal presentation

Print instruction read aloud by assistant

Use an interpreter to clarify instructions

Use a computer for task presentation

Reread directions for each subtask

Use visual aids as prompts for directions

Revise/simplify language

Highlight or underline verbs in instructions

Provide additional examples

Use signing interpretation

Use a cassette recorder

Repeat, clarify, and reword instructions

Provide instructions on a separate sheet

Have student indicate understanding by writing, repeating, or paraphrasing directions, or by a "thumbs up"

Break down assignments into smaller segments

Lay pictures of task sequence left to right

Reduce nonessential visual and sensory information when directions are being processed

Slow down

Be concrete, concise, and clear

Make what is being seen or heard clearly observable and tangible and/or able to be replayed

EQUIPMENT & AIDS



Magnifying equipment Amplification equipment (e.g., hearing aid, auditory trainer)

Noise buffers (e.g., headphones, ear plugs)

Abacus

Calculator

Tape recorder/Auditory tapes
VCR/video tapes

Arithmetic tables

Text-talk converter

Pictorial communication

Communication board/device (e.g., via micro switch)

Augmentative communication device

Typewriter or word processor

Special grip pencil

Glasses

PERSONAL ASSISTANCE FOR COMPLETING TASKS

Supply intermittent verbal and/or physical prompts Provide minimal physical assistance (i.e., manual guidance) during task

Provide cues to maintain behavior

Use a personal assistant (e.g., peer tutor, buddy, aide) to perform steps that cannot be bypassed or adapted

- Student responds verbally and assistant records responses
- Student points, assistant records response

Sources: Generic Considerations in Adjusting Curriculum and Instruction for Students At Risk; Movement Differences and Disturbanes: Designing Accommodations, Some Things to Consider; and State Accommodation Guidelines.



Large print

Braille

Words supplemented with pictures

Templates, graph paper, and other markers

Space between lines increased

Visual distraction reduced with masking or markers to maintain place

Number of items per page reduced

One compete sentence per line when printing

Space provided for answers increased

Forms/answer sheets enlarged

Location of the answer changed

Cues (e.g., arrows, stop signs, color cues) and graphic organizers provided

COLLABORATION CONSIDERATIONS

Present new information in a predictable, previously successful format

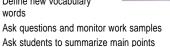
Provide clear signs to indicate topic switching

Introduce or preview the lesson, stating goals or major objectives

Outline and precisely follow the lesson sequence

Present step-by-step instructions

Use a variety of examples Define new vocabulary words



Reteach unclear parts

Display main concepts, new words, key points on the overhead

Use examples, illustrations, demonstrations, physical props, charts for abstract concepts

Hold students accountable for knowing or doing, emphasizing major ideas

Review key points at the end of the lesson

Explicitly teach the underlying thinking processes along with skills (e.g., verbalize the thinking involved when interpreting a math story problem)

Utilize memory aides

Make instructional materials personalized and interesting

INCLUDING PARENTS

Encourage and enlist parents to provide daily, brief tutoring at home

Provide clear, explicit, step-by-step guidelines to parents for the assignment

Support parents with ongoing consultation and follow-up

Equip parents with specific procedures for correcting student errors during tutoring sessions

Teach parents basic principles as well as specific techniques for use during tutoring sessions



Encourage parents to read to, be read to, and discuss the reading material

Supply parents with tutoring materials that are inexpensive, easy to implement, and contain all the needed items for the session

EDUCATION SPECIALIST, EARLY CHILDHOOD CREDENTIALS IN PLACE

Title 5 regulations to implement changes in special education credentialing became effective October 27. The Education Specialist Instruction Credential authorizes service in the following categories: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education. The Early Childhood Special Education Certificate extends the age authorization for the Mild/Moderate and Moderate/Severe Disabilities credentials and allows other special educators to specialize in this area.

Additional changes include a two-tiered system to complete the Education Specialist Instruction Credential (Preliminary Level I and Professional Level II) and eliminating the need for special educators to earn a prerequisite multiple/single subject credential. Special education candidates will still be required to complete coursework and fieldwork in both general and special education.

After obtaining a Preliminary Level I credential, a candidate has five years to earn the Professional Level II credential which emphasizes advanced coursework and the special education teacher's role in a variety of settings. Clinical Rehabilitative Services Credentials will not be affected by the changes. Institutions of higher education must have new programs accredited by July 1, 1999.

Accredited Education Specialist Instruction Credential Programs

		IN	LI	LII	M/M	M/S	DHH	PHI	VI	ECSE	ECSE Cert.
	CSPU Pomona	*									
CSU SYSTEM	CSU Fullerton	**									
	CSU Long Beach										
	CSU Los Angeles	*									
	CSU Northridge	*									
CS	CSU San Bernardino	**									
	CSU Stanislaus										
	San Francisco State										
	San Jose State University	*									
EM.											
SYSTEM	UC Riverside	*									
	UC San Diego										
NC											
Ę	Loyola-Marymount										
PRIVAT	Santa Clara University	**									
PRI	Univ. of San Francisco	**									

Key to accredited Education Specialist Instruction Credential programs:

IN = Internship:

- * = Internship Leads to Level I credential;
- * * = Internship leads to Level II credential
- L I = Preliminary Level I Education Specialist
- L II = Professional Clear Level II Education Specialist
 M/M = Mild/Moderate Disabilities
- M/S = Moderate/Severe Disabilities
- DHH = Deaf and Hard-of-Hearing

PHI = Physical and Health Impairments

VI = Visual Impairments

ECSE = Early Childhood Special Education
ECSE Cert. = Early Childhood Special Education

Certificate

For more information, call Information Services at the Commission on Teacher Credentialing, 916/445-7256.

Training Grants for Early Intervention Service Providers

Training grants to enhance early intervention services are now available through the California Early Start Personnel Development Scholarship Fund, administered by the California Early Intervention Technical Assistance Network.

Scholarships provide up to \$2,100 per program, \$350 per individual and \$2,400 per ,or \$600 per individual for college course work and attendance at conferences. Eligible events include Early Start Comprehensive System of Personnel Development (CSPD) Institutes, California Education Innovation Institutes, and CSPD Plan 2000 training and conferences that focus on early intervention.

Training grants provide up to \$5,000 in start-up funds for local Early Start personnel development programs and for funding community trainings. Eligible applicants are regional centers, early intervention programs vendored by regional centers or run by local education agencies, and family resource centers.

For more information, contact Annette Ostertag, Project Lead, at 916/492-9999.

IDEA '97 LOOKS AT ISSUE OF SUFFICIENT PERSONNEL

rior to the reauthorized Individuals with Disabilities Education Act (IDEA), states were required "to establish and maintain standards" for personnel working with students with disabilities. Such personnel will need to be "appropriately and adequately trained."

IDEA '97 maintains these requirements but also expands the wording to specify that a state's personnel standards may allow for the use of "paraprofessionals and assistants who are appropriately trained and supervised, in accordance with state law, regulations or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services to children with disabilities."

The Act also allows states to adopt policies that include a requirement for local educational agencies to make ongoing efforts to recruit appropriately trained personnel to provide special education and related services to children with disabilities, including areas where there is a shortage of personnel and how the most qualified are making progress toward completing the necessary coursework to meet the state standards within three years.

IDEA REFOCUSES CSPDAC VISION

by Patricia Biggerstaff, Past Co-Chair

he recent reauthorization of the Individuals with Disabilities Education Act (IDEA) has changed the direction for California's Comprehensive System of Personnel Development Advisory Committee (CSPDAC). Previous work focused on implementing Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development at the state and local level. Plan 2000 used a strategic planning process to determine special education personnel needs.

CSPDAC is seeking direction through analyzing the reauthorized IDEA, Parts B and D, which describe the components of personnel development. The reauthorization requires a State Improvement Plan and also provides for competitive State Improvement Grants. This new law, coupled with Assembly Bill 602, the funding model, requires CSPDAC to refocus.

As CSPDAC gears up to accept a redefined advisory role, members look also at the critical need our large state has for fully prepared, credentialed teachers for students with disabilities. CSPDAC is prepared to respond to the new legislation, as well as statewide teacher and parent training needs.

CSPDAC, as a communication system and clearinghouse, realizes a tremendous need to communicate new and innovative education rules, regulations, and best practices. ■

For more information, contact Janet Canning, CSPD Coordinator, at 916/327-4217.

"TEACHING" continued from page 6

Karen Pearce, a resource specialist from Fulton Elementary School in the San Diego Unified School District, attended the intensive training (two days per month for five months) with her general education colleague, Helen McTernan.

"Being an RSP teacher and working with children from diverse backgrounds, I wanted to pick up some pointers that I thought might help," Pearce said. McTernan became interested after she couldn't find reading materials with pictures that mirrored the kids in her class. "They're not white with blue eyes," she said.

Presently teaching 3rd grade, McTernan sees two types of students in her classroom who may present red flags: those who are aggressive, off-task, and rude, and those who "sink into the woodwork." Of the former she said, "This happens because we've asked them to do something that's uncomfortable, like read in front of the classroom." As for the latter, "They're quiet and shy because they don't want to be called on."

When approached with strategies such as repetition or call and response, similar to singing in the round, the students improve. "When we change the material or the strategy, something magical happens," McTernan said. "Students are raising their hands, standing up straight, actively participating, and even becoming leaders in the classroom."

One strategy enjoyed by both Pearce and McTernan is "Street Phonics," which breaks down the most common chunks of sounds, such as 'tion' or 'ea.' After reviewing the sounds, the youngsters bring back lists of words that appear on street signs or billboards that they find on their way home.

"ALL FOR ONE" continued from page 7

And because high school is such an emotionally difficult time for young adults anyway, Marks makes a special effort to keep her students centered. "You're fat, skinny, have acne, and then you're in special ed?" she asked. "They don't want to be singled out. I tell students, 'I teach math,' rather than 'I'm a resource teacher.'"

Team teaching also helps the teachers stay centered. "Having a second adult takes the pressure off," said Davis. "Kids don't always get along with their teacher but they're bound to get along with one of us."

The math teacher portrayed her days in the classroom as "a happy time where you never sit down, you never sigh, and you never have everyone on task," as well as a "humbling" experience.

"I've learned more there than anywhere," she said. "It's the place where you learn about teaching."

For more information, call Santa Monica High School at 310/395-3204.

"SUCCESS" continued from page 7

ing two teachers means more attention," she said, adding that the goal is for all students to have access to both teachers and to each other. "Over time, hearing children will go to any child who can help them," she explained. "They have respect for children who know the answer."

Academically speaking, Murphy said that scores for students in this regionalized program are higher than national median scores for deaf children on the Stanford Achievement Test. "Because it's so closely involved in the general ed curriculum, there's more access for deaf students to what is generally accessible to hearing children," she explained. "They are called upon to do a lot more so they work a lot harder. They meet the hearing world as equals. They expect to be able to do things because they don't see themselves as limited."

Added Ivankovic, who has been teaching deaf and hard-of-hearing and hearing youngsters for nearly a decade and is profoundly deaf herself, "In this setting, the children have to take more responsibility. They leave this program thinking they can do anything but hear, and that's what we want."

For more information about this regionalized program, contact Murphy at 818/828-1815.

"We're learning phonics, incorporating the community, and validating the person," McTernan said of the activity. Pearce added, "Some students come back and say it's kind of neat because I take a closer look. It's helping me make sense of the world."

Self-Assessment Before Student Assessment

Another factor incorporated into the training deals with teacher expectations and beliefs. "Colleges and universities did not have the pressing need we have today due to the current demographics," van Keulen explained. "Now, everyone is forced not just to think about it, but to do something about it."

McTernan echoed the importance of teacher expectations. "You've got to be comfortable handing over control and letting the culture shine through," she said after describing a scene where one of her students was role playing a preacher. "I had to say to myself, 'Helen, get out of the way. It's okay to stand up and get excited.'"

Perhaps the real beauty to these reading and literacy strategies, said van Keulen, is that they are not just applicable to African-American students or to special education students. "I call them good teaching," she said.

McTernan agreed. "As a general ed teacher I learned special ed strategies that had been 'reserved' all these years. Given the diversity of the classrooms today, I need to know how to help all of the kids. Really," she asked, "is there any such thing as a regular classroom anymore?"

For more information, call Billye Brown, Project Manager, at 415/338-3299.

Websites of Interest

www.nichcy.org

National Information Center for Children and Youth with Disabilities. NICHCY is an information and referral center on disabilities and disability-related issues for families, educators, and other professionals.

www.npi.ucla.edu/uap/wdw>

Website for women with developmental disabilities.

www.leginfo.ca.gov

California state government legislative update site.

www.cde.ca.gov/spbranch/sed

California Department of Education Special Education Division accessible site with information related to special education programs.

www.ca.gov/goldstandards

California Academic Standards Commission site. Language Arts and Mathematics Standards can be downloaded from this site.

www.sna.com/switp/

California's School to Work Interagency Transition Partnership website.

www.ed.gov

U.S. Department of Education website.

www.ed.gov/offices/OSERS/IDEA

Office of Special Education and Rehabilitative Services (OSERS) at the department of Education, choose "The Law" for a copy of the new IDEA.

www.tash.org

The Association for Persons with Severe Handicaps promotes the full inclusion of people with disabilities. A newsletter, journal and other materials are available.

www.lrp.com/ed/

Education Administration On-line; choose "IDEA Full Text" for a copy of the new IDEA

www.asha.org

Website of the American Speech-Language-Hearing Association with information for students, consumers and professionals.

www.stepstn.com/nord/db/dbsearch/search.htm

National Organization for Rare Disorders, Inc. General information on rare disorders and contact information for federation of over 140 nonprofit voluntary health organizations for people with rare disorders..

www.icondata.com/health/pedbase/index.htm

A Pediatric Database designed to provide information on various pediatric disorders

www.npin.org

National Parent Information Network provides information to parents and those who work with parents and fosters the exchange of parenting materials.

www.npnd.org/

National Parent Network on Disabilities shares information and resources to promote and support parents to influence and affect policy issues concerning the needs of people with disabilities and their families.

www.fcsn.org/tapp/ptilist.htm

Technical Assistance for Parent Programs, national office for the Parent Training and Information Centers, has as its purpose to help the PTI's develop their leadership capacity through a coordinated national system of peer-based technical assistance.



RESOURCES

Following is a sample of the more than 6,000 books, research articles, journals and media items available through the RiSE library. Patron applications, available to California residents only, must be on file to order materials. Call 916/492-9990 for an application or for the newest Library Update.

GENERAL/SPECIAL ED COLLABORATION

ADHD: Inclusive Instruction and Collaborative Practices Rief, S., Educational Resource Specialists, San Diego, CA (1995). Defines ADHD and specific interventions and instructional strategies for assisting students in general education classrooms. Focuses on staff development and team collaboration. Video, 38 min. (\$7 shipping)

Vermont Interdependent Services Team Approach: A Guide to Coordinating Educational Support Services Giangreco, M., Paul H. Brookes Publishing, Baltimore, MD (1996). Practical process for the inclusion of students with disabilities in general education classrooms. 158 pp.

Two Teachers Working as One:

Co-Teaching for Special/Regular Education Integration Redditt, S., Equity and Choice, Newbury Park, CA (1991). Explores co-teaching as a method of integrating special and general education as an innovative model for including students with differences in general education. 8 pp. (\$2)

Meaningful Professional Development in Accommodating Students with Disabilities: Lessons Learned Schumm, J., Remedial and Special Education, Austin, TX (1995). Staff development and inservice approaches to improve instructional strategies for students with diverse learning difficulties in general and special education. 9 pp. (\$2)

Do Pull-In Programs Foster Teacher Collaboration? Meyers, J., et al., Remedial Special Education, Austin, TX (1991). Teachers report more collaborative meetings, greater focus on specific instructional issues, and greater learning of specific instructional techniques. 9 pp. (\$2)

The House Plan:

Approach to Collaborative Teaching and Consultation Wiedmeyer, D., Teaching Exceptional Children, Reston, VA (1991). Shows collaborative teaching between general and special educators is the provision that enables students with special needs to achieve success. 5 pp. (\$1)

NEW ACQUISITIONS

New Visions for the Developmental Assessment of Infants and Young Children

Meisels, S.J. & Fenichel, E., Zero To Three, Washington, DC (1996). Discusses developmental assessment, connections to intervention, complementary responsibilities of parents and professionals, contextual perspectives, new approaches to assessment, and role that society plays in determining opportunities to develop full potential. 411 pp.

Occupational Therapy Services for Children and Youth Under the IDEA

School System/Early Intervention Guidelines Revision Task Force, American Occupational Therapy Association, Inc., Bethesda, MD (1997). Guidelines provide overview of conceptual framework for best practices for OT services. Analyzes implications of IDEA for a continuum of services, clients, context, collaboration and partnerships, and outcomes. Includes resources and references. 240 pp.

Student Success Teams:

Supporting Teachers in General Education

Radius, M. & Lesniak, P., California Department of Education/ RiSE, Sacramento, CA (1997). Building on Student Study Teams, presents how to interact with students, parents, and professionals and conduct school site teams, and better team meetings. 84 pp. plus Parent Handbook

The Yes I Can Social Inclusion Program: A Preventive Approach to Challenging Behavior

Abery, B. & Simunds, E., Intervention in School and Clinic (1997). Describes program developed at the University of Minnesota to help youth overcome negative behaviors and increase interpersonal skills and social activities. 13 pp. (\$3)

The Source for Autism

Richard, G., LinguiSystems, Inc., East Moline, IL (1997). Clinical focus of autism, including definition, diagnostic characteristics, and intervention strategies. 167 pp.

Ending Discrimination in Special Education

Grossman, H., Charles C. Thomas, Publisher, LTD., Spring-field, IL (1998). Discusses prejudice, which leads to discrimination in placement in culturally, contextually, and linguistically inappropriate special education services. Includes discriminatory assessment, instructional, classroom management, and counseling approaches with suggestions on mainstreaming/full inclusion. 90 pp.

Special Education Dictionary

Gorn, S., LRP Publications, Horsham, PA (1997). Comprehensive definitions of terms used in special education, including commentary for complex entries and cross-references to other defined and related terms. 344 pp.

What Do I Do When...The Answer Book on Special Education Law: Second Edition

Gorn, S., LRP Publications, Horsham, PA (1997). Provides authoritative answers to questions and serve as a roadmap for more extended study. Updated with 1997 IDEA Amendments. 517 pp.

What Do I Do When...The Answer Book on Individualized Education Programs

Gorn, S., LRP Publications, Horsham, PA (1997). Question and answer format addresses the IEP meeting, participants, parent participation, discipline, private school students, transition, and disputes. 324 pp.

The IDEA Amendments of 1997

National Information Center for Children and Youth with Disabilities, Washington, D.C. (1997). Overview and analysis of major 1997 changes to the IDEA. 40 pp.

Text of IDEA Amendments of 1997

U.S. Congress, Washington, DC (1997). Full text of Parts A, B, C, and D of the 1997 amendments to IDEA. 126 pp.

Teaching Social Skills to Students with Learning and Behavior Problems

Elksnin, L. & Elksnin, N., Intervention in School and Clinic, Austin, TX, (1998). Discusses premise that students with learning disabilities and behavior problems need instruction in appropriate social behavior and effective problem-solving strategies. Presents guidelines for teaching social skills by various assessment approaches. 10 pp.

Dollars and Sense:

A Simple Approach to School Finance

Little Hoover Commission, Milton Marks Commission on California State Government Organization and Economy, Sacramento, CA (1997). Study focused on adequacy of funding, equity of educational opportunity, state versus local control, base and categorical funding, and special education. 121 pp.

ACCOMMODATIONS/STRATEGIES

Outcome-Based Learning:

A Teacher's Guide to Restructuring the Classroom

Rhodes, J., ITA Publications, Sacramento, CA (1992). Integrates outcome-based education and cooperative learning principles to help teachers restructure their classes, and instructional methodology and assessment methods for all students including those with special needs. 220 pp.

Middle School Teachers' Planning for Students with Learning Disabilities

Vaughn, S., Remedial and Special Education, Austin, TX (1994). Reviews class management, preplanning, and instructional strategies for students with learning problems in general education settings. 5 pp. (\$1)

Project R.I.D.E.: Responding to Individual Differences in Education: Linking Behavioral Interventions with the Practitioner — Grades 1-8

Beck, Ray, Sopris West, Longmont, CO (1997). Model academic and social intervention program of alternative teaching and behavior management tactics for at-risk students in the least restrictive environment, with mainstreaming option for students returning to general education. 6 videos; manual: 126 pp.; software booklet: 70 pp.; 4 diskettes.

Generic Considerations in Adjusting Curriculum and Instruction for Students At Risk

Klumb, K., Resources in Special Education (RiSE), Sacramento, CA (1991). Target focus is on fundamentals. Recommendations meant to be a current determination of the ways teaching and curriculum might be changed to accommodate students who do not learn well in the usual way. 85 pp.

Improving Instruction for Students At Risk Using History and Social Science Textbooks

Guerin, G.R., Resources in Special Education (RiSE), Sacramento, CA (1993). Lesson plans, activities, and strategies to help teachers modify instruction and adapt curriculum textbooks for students with special needs. 52 pp.

Movement Differences and Disturbances: Designing Accommodations: Some Things to Consider

Donnellan, A. & Leary, M., Supported Life Conference, Sacramento, CA (1997). Strategies for accommodation design, spontaneous requesting, movement disturbance and sequencing for children with autism. 15 pp.

State Accommodation Guidelines

National Center for Educational Outcomes/OSEP, Washington, D.C. (1994). Gives guidelines for assessment accommodations from 23 states. 59 pp.

Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students Winebrenner, S., Free Spirit Publishing, Minneapolis, MN (1996). Academic and content teaching strategies and activities for use in general education classroom with fully mainstreamed students with learning disabilities. Addresses parent participation as partners in learning. 237 pp.

Free Copies Available

IDEA: A Brief Review of Selected New Statutes Resources in Special Education (RiSE), Sacramento, CA (1997). From the July/August 1997 The Special EDge, a 4page pull-out section reviews the new IDEA statutes. 4 pp. how you are now." This opportunity has been long awaited by the California special education community which has been trying to change the funding model since 1988.

In fiscal year 1998-99, SELPAs will be responsible for fiscal administration of special education programs and the funding system will be based on average daily attendance of all preschool and K-12 students, equalization, and the incidence of special disabilities. Funding for nonpublic schools and agencies and for regionalized operations and services including program specialist services will be revised.

Besides creating a new funding system, AB 602 mandates the participation of students with disabilities in State and districtwide assessments and the setting of State performance goals and indicators by July 1, 1998. In addition, the definition of least restrictive environment is aligned in California Education Code with the federal definition.

Ensuring Accountability

Parents and educators share a concern that the population-based funding model could "usurp or water down services for students with special needs," observed McNulty whose commission has been compiling input on this bill in addition to federal regulations for IDEA and the plan for implementing IDEA in California.

Glenn County Superintendent Joni Samples echoed the concern of county superintendents: "We want a service delivery model that works and program accountability. We don't want a school district taking back the program and spending the money on band uniforms. We want to make it very clear that this goes for our special education students and that it remains with those students."

AB 602 mandated the California Department of Education to convene a broad-based workgroup to develop recommendations for "improving the compliance of State and local education agencies with State and federal laws and regulations." A report is due to the Legislature in September.

State Implementation, Improvement

As the AB 602 workgroup grapples with issues presented in IDEA '97, the Special Education Division is gathering input on strategies to implement the changes in IDEA '97. A State Implementation Plan must be submitted to OSEP detailing how California will implement the new federal law.

Much of the Plan specifies needed technical changes to California Education Code and Title 5 of the Administrative Code to align California law with the new federal law. But due to the number of substantive changes in IDEA, many strategic implementation activities are required. A number of implementation issues must also be resolved. (See pages 8-9 for some of the Plan's implementation strategies and issues.) Federal regulations clarifying some of the new law are not anticipated until the spring.

At the same time, another workgroup is developing a long-range plan to improve how special education is provided in California. A State Improvement Plan is required under IDEA '97. California stands to receives up to \$2 million for five years to implement this plan if the State Improvement Grant application currently being developed is funded by OSEP. The State Improvement Grant will specify how personnel development activities of universities, local education agencies and the state education agency support implementation of the State Improvement Plan.

For information on the AB 602 Workgroup, contact Greg Hudson, Special Education Consultant, at 916/445-4544. For information on the State Implementation or Improvement Plan, contact Walter Olsen, Special Education Consultant, at 916/327-3503. For information on the State Improvement Grant, contact Janet Canning, Special Education Consultant, at 916/327-4214.

on disabled people," she explained. "Most offices just have information booklets in English. I want to do anything that will help the disabled population."

New Life, New Goals

Today, Gutierrez is 22 years old and attends the College of the Desert with new dreams of becoming a counselor or any other career that falls within the helping profession.

"Before her accident, she had a different kind of feeling about herself and her future," Emerzian said. "Because of her disability, she had the faith to say, 'I'm going to take a risk.'"

Gutierrez agreed. "Even though I never did drugs, in those days the temptation was so hard to resist. My accident happened for one reason—because I was a real troublemaker. The next day I probably would have started using drugs and had an overdose or committed suicide." She paused and then added, "God must really love me because I'm still alive and so is my mom."

Are these really the words of a once self-proclaimed troublemaker? You bet. And so are these: "No matter what your disability is, you are someone. If you're not important to anyone it doesn't matter—you have to be important to yourself."

"REDWOOD" continued from page 6

One feature of this model involves including the student in discovering what is needed for success and then attempting to "wrap all school resources around the child," said Melinda Kaplan, a second year graduate student with the program. During the extensive data collection process which precedes services, students identify areas of personal challenge and what they think will help them to succeed.

HSU professor Brent Duncan, who currently serves as the district psychologist, said the partnership is based on the question, "What does this child need educationally and how can we go about providing it for him?" For the graduate students, the question is, "What experiences do these students need to develop their expertise?"

Collaborative Strategies Across Town

Across town at Sunset School, Principal Diane Ketelle and SDC teacher Terry Desch ensure that all students in special day classes are mainstreamed for a minimum of half a day. This allows the SDC teacher to act as a consultant in the general education classrooms.

Ketelle sees schools as "places for communities to come together to make lives better." For 10-year-old twins Jake and David it has taken a committed effort to maintain their general education placements. Jake is in 4th grade while David is in a combined 3rd- and 4th-grade class. Both go to the resource program and a graduate student works with each on academic and social skills development. Ketelle said that, despite their considerable cognitive and social challenges, the staffing team and parents believed that the general education classroom is the proper placement for both boys. "What they develop socially is what will get them through," she explained.

Graduate student Jan Windz, who has worked with both Jake and David, said that coaching in social skills includes shadowing the twins during the school day, providing verbal cues such as, "This is the time you need to be quiet," or, "This is the time for you to be sitting down." The multidisciplinary team, she added, also problem-solves solutions for general education students for whom a challenge has arisen as well as for those students with individualized education programs whose services need modification.

Duncan said the overarching theme of both school sites is "schoolwide ownership of all kids," adding that it is exciting to be training a new generation of school psychologists who look at special education as supportive services rather than merely placement.

For more information, contact Duncan at 707/826-5261.

C A L E N D A R

FEBRUARY

February 4-6 • 1998 Governor's Conference, Partners in Prevention V: Celebrating California's Children. Town & Country Resort Hotel and Convention Center, San Diego. Contact: Chris Rives 916/654-2181.

February 6-8 • "Bridging the Circle of Communication," Council for Exceptional Children, Sheraton Long Beach. Contact: Carole Scott, 714/835-9529.

February 10-11 • "Lessons for Leadership: Perspective, Policy, and Practice," Fourth Annual SEECAP Symposia. Radisson Hotel, Santa Barbara. Contact: Kathleen Finn, 619/292-3800.

February 12-16 • "Alternatives '98 Conference," California Network of Mental Health Clients. Long Beach. Contact: 800/626-7447.

February 27-28 • "A Conference on Assessment, Diagnosis and Intervention of Infants and Young Children with Developmental Disorders," The Northern California Interdisciplinary Council on Developmental and Learning Disorders, South San Francisco Conference Center. Contact: 650/696-8780.

February 27-28 • "Dream the Future," California Association of Resource Specialists Convention. San Diego Princess Resort. Contact: Melly Rosen, 510/644-0162.

MARCH

March 4-7 * "On-Line to the Future: The Leading Edge in School Psychology," California Association of School Psychologists Convention '98, Westin Hotel, Santa Clara. Contact: 916/444-1595.

March 6-8 • "Seeing Eye to Eye," Impact/Cal-Ed Annual Conference. Doubletree Hotel, San Jose. Contact: Nancy Eddy, 510/438-0170.

March 13-14 • "Touching the Life of a Child," 19th Annual Spring Conference, Stanislaus COE. Modesto. Contact: Nancy Navarro, 209/579-1456.

March 13-15 • "Bringing Us Together," California Teachers Association Good Teaching Conference, Hyatt Regency, Burlingame. Contact: 650/697-1400.

March 16-18 • "Partnering for Change, Building California's Workforce," Statewide Workforce Preparation Conference, State Job Training Coordinating Council, Riviera Hotel, Palm Springs. Contact: 800/858-7743.

March 17-21 • "Technology and Persons with Disabilities," California State University, Northridge 13th Annual International Conference. Los Angeles Airport Hilton & Marriott Hotels. Contact: 818/677-2578.

March 25 • "Meeting the Mental Health Needs of Children with Disabilities," Satellite Training Series. California Department of Education. Contact: Richard Johnston, 916/327-4220.

March 26-28 • "Capitol Connections: Stories and Successes," 16th Annual Cal-TASH Conference. Sacramento. Contact: 805/967-2042.

March 26-29 • "Concepts, Competence, Connections: Many Voices," California Speech-Language-Hearing Association Annual State Conference. Fairmont Hotel, San Jose, Contact: 916/912-1568.

APRIL

April 1 • Infant/Preschool Field Meeting, Fresno, Contact: 916/445-4623.

April 7 • Infant/Preschool Field Meeting, Los Angeles. Contact: 916/445-4623.

April 8 • Infant/Preschool Field Meeting, Sacramento County Office of Education, Contact: 916/445-4623.

April 9 • Infant/Preschool Field Meeting, Santa Barbara County Office of Education. Contact: 916/445-4623.

April 15-18 • "Connecting Learning Communities," Council for Exceptional Children Annual Convention, Minneapolis Convention Center, Minnesota. Contact: Victor Erickson, 703/264-9454.

MAY

May 1-2 • "Organizing, Educating, and Acting: CDR on the Cutting Edge," Californians for Disability Rights and the California Foundation for Independent Living Centers. Sacramento. Contact: 916/447-2380.

May 13 • "Honoring Diverse Learning Styles," Satellite Training Series. California Department of Education. Contact: Richard Johnston 916/327-4220.

JUNE

June 12-14 • "The Dream is Coming True in '98," People First of California. Doubletree Hotel, Sacramento. Contact: Supported Life Institute, 916/263-1153.

June 13-17 • "Developing Local Systems of Care in a Managed Care Environment for Children and Adolescents with Serious Emotional Disturbances and Their Families," National Technical Assistance Center for Children's Mental Health, Rosen Hotel, Orlando, Florida. Contact: 202/687-5000.

CALIFORNIA EDUCATION INNOVATION INSTITUTE

June 22-26 • Napa/Sonoma

July 13-17 • California State University, Fullerton

July 27-31 • San Mateo

August 3-7 • Auburn/Marion Center Topics: Behavior Interventions, Autism, Project Read, ADD/ADHD, Curriculum Adaptation, Alternative Strategies for Resource Specialists, Alternative Dispute Resolution, IDEA 1997, Implementing AB 602, Special Education Administration, and more...

For more information, call 916/641-2571.

CALIFORNIA

JOB BOARD

(p) POSITION

(s) SALARY

Check for more listings on the Internet Submit and Search the California Special Education Job Vacancies Database www.cde.ca.gov/spbranch/sed/index.htm

Anaheim City School District-Ann Beavers, 1001 S. East St., Anaheim 92805. 714/517-8500. Deadline: Open. (p) LH Teacher (s) \$31,646-\$45,597.

Charis Youth Center (Alameda Co.)-Carol Fuller Powell, 22791 Foothill Blvd., Hayward 94541.510/538-3990. Deadline: Open (p) NPS-LH, SH, SED Teacher (s) \$27,000-\$42,000.

Charis Youth Center (Alameda Co.)-Carol Fuller Powell, 22791 Foothill Blvd., Hayward 94541. 510/538-3990. Deadline: Open (p) Administrator (s) \$42,000-\$55,000.

ERAS Center (Los Angeles Co.)-Donna Baker, 10101 W. Jefferson Blvd., Culver City 90232. 310/838-1200. Deadline: Open. (p) Dean of Counseling at Special Ed. School (s) Competitive.

Fairfield-Suisun USD (Solano Co.)-Personnel, 1975 Pennsylvania Ave., Fairfield 94533. 707/421-4099. Deadline: Open. (p) RSP and APE Teachers (s) \$29,749-\$51,791.

Hollister School District (Santa Barbara Co.)-Cindy Tyler, 761 South St., Hollister 95023. 408/636-4400. Deadline: Open. (p) Behavior Specialist (s) Current salary schedule.

Konocti USD (Lake Co.)-Barbara Ehr, P.O. Box 6630, Clearlake 95422. 707/994-6475. Deadline: Open. (p) SDC & SH Teachers, Resource Specialist Teacher, School Psychologist, Speech/Language Pathologist (s) Current salary schedule.

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Return to: Resources in Special Education, Attn.: Jodi Reagan, 429 J Street, Sacramento, California 95814

Long Beach USD (Los Angeles Co.)-Maggie Webster, 1515 Hughes Way, Long Beach 90810. 562/997-8108. Deadline: Open. (p) Speech/Language Specialist (s) \$29,939-\$59,080.

River Delta USD (Sacramento Co.)-Bonnie Kauzlarich, 445 Montezuma St., Rio Vista 94571. 707/374-4983. Deadline: Open (p) Resource Specialist, Speech/Language Therapist (s) Current salary schedule.

Sacramento City USD-Linda Matsuo, 520 Capitol Mall, Sacramento 95814. 916/264-3350. Deadline: Open. (p) Special Ed Teachers; Resource Specialists; Language, Speech & Hearing Specialist (s) \$27,000-\$36,000.

San Diego USD-MarySue Glynn, 1775 Chatsworth Blvd., Room 201, San Diego 92107. 619/225-3579. Deadline: Open. (p) Preschool Teacher with specialization/expertise in autism (s) \$28,700-\$55,500.

West Contra Costa USD-Ana Souza, 1108 Bissell Ave, Richmond 94801, 510/620-2142. Deadline: Open (p) VI, O&M, APE, Speech, SH, NSH (s) \$26,369-\$48,100.

ADDRESS

TURNING Adversity into Advocacy

by Elissa Provance, Associate Editor

n 1991, Gabriela Gutierrez was a teenager in desperate need of help. At 16, she was working two jobs while caring for her mother who needed a kidney transplant. Along with this emotional struggle, or perhaps because of it, Gutierrez was also struggling academically.

"I was such a troublemaker, I got sent to district court," she said. "They had all these doctors there but I told them 'I'm not crazy, it's just my behavior!'" Following that court appearance, Gutierrez was transferred from Palm Springs High School in Palm Springs Unified School District to the district's continuation high school, Mt. San Jacinto. Although she was supposed to attend classes on her one day off each week, she chose to spend that day with her mother, who by this time had undergone a kidney transplant.

"I took care of her for one year following her transplant," Gutierrez, who has an older sister and a younger brother, said. "Then I decided to go back to school and do something for myself." At 17, with her mother's health problems behind her and a high school diploma in front of her, a hopeful young woman returned to Mt. San Jacinto.

'A Whole Different World'

One month after claiming her life back, Gutierrez's reality changed forever. The Mexico native and champion dancer was in a near fatal car crash that left her in a coma for three weeks, in the hospital for six months, and without her left leg.

"I had my leg amputated twice because it was crushed and the blood wouldn't circulate," Gutierrez explained matter-of-factly. After awakening from the coma, she spent the spring, summer, and fall enduring painful therapy to help her walk with a prosthesis.

"Trying to get up after five months of laying down was really hard," she explained. "I started getting frustrated and I used to yell. The staff knew I loved them but it was a very hard time." Finally, on Nov. 5, 1993, Gutierrez went home, believing that, along with her leg, her dreams had been shattered too.

"I just went home and it was a whole different world for me," she said. "I didn't know how people would react." After a friend convinced her to return to school, Gutierrez, who said she was "now scared of everything," gathered her courage and did just that.

"Everybody just ran up and started hugging me," she said, adding that although the welcome felt good, "the scariness was still there."

Now in a wheelchair, Gutierrez had a different perception of both herself and the world around her. She described one of the first episodes when those newly born perceptions merged and hit her head on.

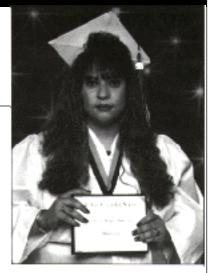
"There was a disabled woman in my art class who was a sweetheart, but a lot of people judged her," she explained. "One day, I had to take some medicine and she offered me a drink of her chocolate milk. Everybody turned around and started staring at me and I thought, 'Is this what they think of me?'"

The Power of a Mentor

As she struggled to understand her new life, Gutierrez had the support of her family as well as Jack Kilgore, her history/English/math teacher at Mt. San Jacinto, who introduced his student to the Youth Leadership Forum of the Governor's Committee for Employment of Disabled Persons.

"He helped me a lot," Gutierrez said of her teacher, adding, "He showed me a lot of courage and taught me not to give up. He also told me, 'Share your experience with other disabled persons.'" So, although she was apprehensive about applying for attendance to the forum, she sent in her application and was selected.

"I started getting excited about being chosen," Gutierrez said. "They were giving me hope."



Gabriela Gutierrez proudly displays her high school diploma.

The Forum, it turned out, merely whet Gutierrez's appetite for more leadership opportunities. Following that experience, she applied for a seat on the Advisory Commission on Special Education as one of two student members. The Commission provides recommendations to the Governor, the California Legislature, the State Board of Education, and the State Superintendent of Public Instruction about issues related to education and individuals with disabilities. Student members first joined the Commission during the 1996-97 term.

For Commissioner Janice Emerzian, director of the Disabled Students Programs & Services at Fresno City College, having Student Commissioners "brings a sense of balance and a different perspective to what we're doing. It brings it to the level of the student. We wear the slogans and say the phrases but we're so busy we sometimes forget why we're here."

Emerzian met Gutierrez at the Youth Leadership Forum and was instrumental in selecting her from the pool of student candidates. "I believe she really will influence many people, especially from the same culture," she explained. And because Gutierrez has an acquired disability rather than a congenital one, Emerzian added, she brings a different point of view to the table. "We can't forget about kids with disabilities who aren't in special education."

Gutierrez does not plan on forgetting. "Down here in my community, they don't know they're represented. They don't have a lot of information 'Adversity' continues on page 14

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